

**PROFESSIONAL  
DEVELOPMENT FOR**

**Sunday System E1-4<sup>®</sup>**

Training Module 2024



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**Agenda**

- Introduction to Sunday System Essentials
- Critical components of Sunday System Essentials
- Model and practice
- Guiding principles for ease of use

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**THE SUNDAY SYSTEM PRODUCT LINE:**  
Solving and Preventing Reading Failure

**Sunday System E**

Scientifically-Based Reading Research  
Orton-Gillingham Approach  
*Structured Literacy*

**Sunday System LPL**

**Sunday System 1**

**Sunday System 2**


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**Arlene Sondag**



2009 Recipient of the Margaret Byrd  
Rawson Lifetime Achievement Award  
(International Dyslexia Association)



Founding Fellow and First  
President of OGA  
(Orton-Gillingham Academy)

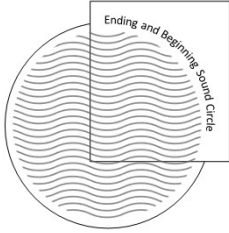
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**Warm Up!**

**Phonemic Awareness**  
Ending and Beginning Sound Circle

*"We read with our eyes, but the starting point for reading is speech."  
-Mark Seidenberg*




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**The Sondag Essentials Kit**  
Online Platform includes: Learning Plan Book [www.winsorlearning.com](http://www.winsorlearning.com)



**E2**



**E3**



**E4**



**Essentials**



**E5**

**180**


**Lessons**  
One for every day!

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### What is Sonday System Essentials?

- Whole group Direct and Explicit Phonics instruction
  - 20+ minutes within literacy block
  - Reading and Spelling
- Based on Orton-Gillingham Approach
  - Structured, systematic, and cumulative
  - Multisensory instruction and reinforcement
- Follows the National Reading Panel Recommendations
  - Phonological and Phonemic Awareness, Phonics, and Fluency
  - Builds foundational skills for vocabulary and comprehension




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### Systematic, Explicit Phonics Instruction

- Enhances children's success in learning to read.
- Improves spelling for all students.
- Helps to prevent reading difficulties among at-risk students.
- Helps to remediate reading difficulties in underachieving readers.
- Boosts comprehension.



(NRP Summary Report page 9, Subgroup Report page 2-94)

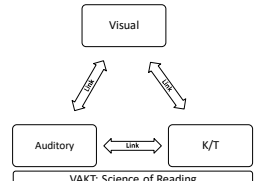


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### How We Teach Multisensory Instruction & Reinforcement

*"Conscious multisensory procedures using the student's eyes, ears, hands and mouth help to link the sound, sight and feel of spoken language to the printed word on the page."*


-Birsh and Schedler




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### Essentials 3 Modeling L26




Turn and Talk



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### Reading Foundations


Phonological Awareness	Phonemic Awareness
Letter-Sound Knowledge	Alphabetic Principle




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### Foundational Skills

- Phonological and Phonemic Awareness
- Phonics
  - Reading Sounds and Words
  - Spelling Sounds and Words
- Fluency
  - Rate
  - Accuracy
  - Prosody
- Vocabulary



What is mastery?



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### Instruction within Fluency

Fluency must be practiced

- Teacher modeling during read aloud
- Starts at the beginning of learning to read

Ways to incorporate fluency

- Paired
- Echo
- Repeated reading



*Automaticity is the precursor to fluency.*

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### Teaching in a Multisensory Way

Incorporates three learning modalities

- See
- Hear
- Feel

Repetition

- Less is more
- Locks learning into long term memory


Teacher modeling

- We do together
- You do individually

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### Let's Talk About Syllables



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### What is a syllable?

**Definition**

A syllable is a word, or part of a word, with one vowel sound.

**Why teach syllables?**

Without a strategy for chunking longer words into manageable parts, students may look at a longer word and simply resort to guessing what it is – or skipping it altogether.

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### Syllable Types & Syllable Division Patterns

<table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td>C</td><td>Closed</td></tr> <tr><td>L</td><td>Consonant-le</td></tr> <tr><td>O</td><td>Open</td></tr> <tr><td>V</td><td>Vowel Pair</td></tr> <tr><td>E</td><td>E Syllable</td></tr> <tr><td>R</td><td>R Combination</td></tr> </table> <p style="text-align: center;">6 Syllable Types</p>	C	Closed	L	Consonant-le	O	Open	V	Vowel Pair	E	E Syllable	R	R Combination	<p>Pattern 1: VCCV</p> <p>Pattern 2: VCV</p> <p>Pattern 3: VCCCV</p> <p>Pattern 4(a): Suffixes</p> <p>Pattern 4(b): Prefixes</p> <p>Pattern 5: Cle</p> <p>Pattern 6: VV</p> <p style="text-align: center;">6 Syllable Division Patterns</p>
C	Closed												
L	Consonant-le												
O	Open												
V	Vowel Pair												
E	E Syllable												
R	R Combination												

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### Common Syllable Types Essentials 2

Type:	Open	Closed	E Syllable
Ends with:	vowel	consonant(s)	VCe
Vowel is:	long	short	long
	a	ap	ape
	no	not	note
	bi	bit	bite
	me	met	mete

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### Steps for Syllable Division

- 🔍 Scan for vowels
- 👁️ Look between the vowels
- 📄 Divide
- 💡 Identify the syllable type
- 📖 Read the word

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### Syllable Division Patterns

E2 L136, 138, 141	E3 L27-29
vc/cv	v/cv or vc/v
invite	volume
jumbo	open
velvet	crazy
napkin	refine
rabbit	cabin
candy	solid

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### Syllable Division Patterns

E3 L128-29	E4 L2
vcccv	You Try!
pumpkin	basin
dolphin	eject
bathtub	tribute
complete	menu
spectrum	wedding
tendrill	impress
	baby

Keep consonants together that are easily recognized.


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### Essentials Content

Essentials 2-5

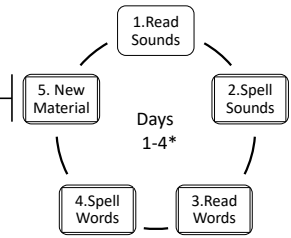
- Phonetic Code
- Presentation of Consonants and Vowels
- Digraphs, diphthongs, vowel pairs
- Sight Words
- Beginning, Ending, and Tri Blends
- Compound Words and Contractions
- Syllabication with multisyllabic words
  - Affixes and Roots
  - Inflectional Endings
  - Roots



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### Lesson Structure: Simple to Complex



Days 1-4\*

\*E5 Days 1-9  
NOTE: Time limits attached to each step!

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### Lesson Structure: Simple to Complex

1. Read Sounds

Day 5\*

\*Mastery Check for Spelling

2. Spell Sounds

3. Read Words

\*E5 Every 10<sup>th</sup> Day  
NOTE: Time limits attached to each step!

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### Breaking Down the Steps: Read Sounds

**Materials:**  
Sound Cards in Media Kit

**Execution:**  
Students read the sound of displayed letter(s).  
The goal is automatic responses.

\*ES Days 1-9

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### Step 1: Read Sounds

**Directions**  
"Read the sounds."

**Addressing Errors**  
"Let's Trace!"  
All students trace the letter while saying the letter sound.

Teacher: Yes, it's \_\_\_. Trace \_\_\_ again!

Repeat the tracing 1-2 more times to weld into memory.

TIP: Minimize teacher talk.

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### Practice Essentials 1

Lesson 61 **SONDAY SYSTEM® ESSENTIALS 1**

**1 READ SOUNDS**

- Review Sound Cards 1-28 (Media Kit)
- Students READ the sound of each card aloud.
- Go through the cards rapidly at the beginning of each lesson. The goal is to have automatic responses.

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### Practice Essentials 2

Lesson 63 **SONDAY SYSTEM® ESSENTIALS 2**

**1 READ SOUNDS**

- Review Sound Cards 19, 21-32, 39 (Media Kit)
- Students READ the sound of each card aloud.
- Go through the cards rapidly at the beginning of each lesson. The goal is to have automatic responses.

First Attempt: Let's Trace!  
Yes, it's \_\_\_/.  
Trace again.

Not Successful? Directly Teach:  
This is the letter \_\_\_  
that says /\_\_\_/ as in \_\_\_.  
Let's Trace!

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### Practice Essentials 3

Lesson 43 **SONDAY SYSTEM® ESSENTIALS 3**

**MATERIALS NEEDED** • Media Kit, Paper and Pencil, Worksheet

**1 READ SOUNDS**

- Review Sound Cards 21-43 (Media Kit)
- Students READ the sound of each card aloud.
- Go through the cards rapidly at the beginning of each lesson. The goal is to have automatic responses.

First Attempt: Let's Trace!  
Yes, it's \_\_\_.  
Trace \_\_\_ again.

Not Successful? Directly Teach:  
This is the letter \_\_\_  
that says /\_\_\_/ as in \_\_\_.  
Let's Trace!

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### Practice Essentials 4

Lesson 43 **SONDAY SYSTEM® ESSENTIALS 4**

**1 READ SOUNDS**

- Review Sound Cards 33-60
- Students read the sound of each card aloud.
- Go through the cards rapidly. The goal is to have automatic responses.

First Attempt: Let's Trace!  
Yes, it's \_\_\_.  
Trace \_\_\_ again.

Not Successful? Directly Teach:  
This is the letter \_\_\_  
that says /\_\_\_/ as in \_\_\_.  
Let's Trace!

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### What if a letter is read incorrectly while tracing?

- Direct and explicit instruction is best at the moment of the error → "The letters -igh say /i/. It comes at the end of the word often followed by t."
- Incorporate SEE-HEAR-FEEL → Trace while saying "/i/". After students trace the letter(s) -igh saying "/i/" at the end of the word, often followed by "t" 2-3 times, ask the class...
- Elicit response with questioning → "Where do we find the letters -igh?" Students answer, "At the end of the word or often before t."

TIP: Minimize teacher talk

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### Breaking Down the Steps: Spell Sounds

Materials:  
Paper and pens/pencils

Execution:  
Students repeat the sound then write.

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### Practice Essentials 1

**2 SPELL SOUNDS** Lesson 61

- Dictate the following sounds, one at a time. Dictate short vowel sounds.
- Students REPEAT each sound.
- Students WRITE the sound.

• Say, SAY and WRITE: e y sh i a w o u  
 Long /a/ at the end of a word. (Answer: ay)  
 Long /e/ in the middle of a word. (Answer: ee)

REMINDER: Give the sound when a slash appears on both sides of a letter. Example: /k/

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### Practice Essentials 2

**2 SPELL SOUNDS** Lesson 63

- Dictate the following sounds, one at a time.
- Students REPEAT each sound.
- Students WRITE the sound.

• Say, SAY and WRITE: ing  
 Long /i/ at the end of a word. (Answer: y)  
 /k/. 3 ways. (Answer: c, ck)  
 Long /e/. 2 ways. (Answer: ee, e, e-e)  
 Long /o/. 2 ways. (Answer: o, o-e)

ing | y | c, k, ck | ee, e, e-e | o, o-e

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### Practice Essentials 3

**2 SPELL SOUNDS** Lesson 43

- Dictate the following sounds, one at a time.
- Students REPEAT each sound.
- Students WRITE the sound.

• Say, SAY and WRITE: er o ink s, c ee, e, e-e  
 /r/. 2 ways. (Answer: c, r)  
 Long /o/. 2 ways. (Answer: ee, e, e-e)  
 /s/. 2 ways. (Answer: s, ss)

er | o | ink | s, c | ee, e, e-e  
 ch, tch | | | | |

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### Practice Essentials 4

**2 SPELL SOUNDS** Lesson 43

- Dictate the following sounds, one at a time.
- Students REPEAT and WRITE each sound.

• Say, SAY and WRITE: ive age tion et aw, au  
 /v/. 2 ways. (Answer: ve, ve)  
 /t/. 2 ways. (Answer: t, tt)

ive | age | tion | et | aw, au  
 s, z | | | | |

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### Step 2: Spell Sounds

**Directions**  
"Say and write the sound."

**Addressing Errors**  
"Say /er/ (students repeat)  
"What letters say /er/?"

Teacher calls on a student for the correct answer and then writes it for all to see.

"If you made a mistake, cross it out and write /er/ correctly. Now everyone write /er/ 2 more times while saying the sound."

TIP: *Minimize teacher talk.*

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### Looking at Errors

sh	a a a	c, k, ck	v o o o	d d d
----	-------	----------	---------	-------

Which sound(s) were initially spelled correctly by everyone? \_\_\_\_\_

Which sound(s) were made by someone in class, but NOT this student? \_\_\_\_\_

Which sound(s) did THIS student write in error? \_\_\_\_\_

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### Breaking Down the Steps: Read Words

**Materials:**  
Media Kit  
Copies of words (optional)

**Execution:**  
Students read words and/or phrases aloud.  
Incorporate automaticity, fluency, and a bit of vocabulary practice.

\*ES Days 1-9

Days 1-4

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### Practice Essentials 1

Lesson 61

3 READ WORDS

Students READ about (Media Kit) Note: Numbered lists may be printed from the Printables file in the Media Kit.

Word Cards, short e

1. Review

ram	job	cut	bun	mud	lug
tug	sum	jug	day	cob	miss
wish	wet	mesh	fish	let	sheet
shop	him	yet	wax	say	pen
seed	weep	win	sip	may	bet
ham	map	sat	way	six	ray
meet	well	pay	tax	tin	ten
rut	fin	wee	zap	bug	rug

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### Practice Essentials 2

**Single Syllable Words**

- See
- Hear
- Feel

Lesson 63

SONDAY SYSTEM ESSENTIALS 2

3 READ WORDS

Students READ about (Media Kit) Note: Numbered lists may be printed from the Printables file in the Media Kit.

Word Cards, short e

1. Review

go	try	pro	we	dry	spy
sky	sty	ply	so	be	she
me	no	he	by	fly	oly

2. Review

quack	couldn't	blink	fall	havesn't	flick
ramp	spent	four	should	post	shell
one	brand	group	quill	stock	bulk
spill	said	trick	trend	you'll	pluck

3. Sentence

I couldn't think of his name. He shouldn't yell like that.  
I wouldn't if I were you. Could you help me with this?

**Multisyllabic Words**

- See
- Divide
- Feel
- Trace
- Hear

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### Practice Essentials 3

**Single Syllable Words**

- See
- Hear
- Feel

Lesson 43

SONDAY SYSTEM ESSENTIALS 3

3 READ WORDS

Students READ about (Media Kit) Note: Numbered lists may be printed from the Printables file in the Media Kit.

Word Cards, short e

1. Review

cell	code	since	dance	place	face
center	prince	choice	mince	bruce	race
cite	force	grace	noise	foze	truce
circle	chance	voise	soze	prize	vice
brace	spice	groce	rise	illuz	twice

2. Review

catch	crutch	hutch	starch	speech	starch
beach	branch	panch	starch	condar	panch
lich	switch	stitch	plach	dreach	pooch
scorch	orch	bench	hitch	notch	notch

3. Sentence

Add some spice to the beef. Use it stench to trace it.  
Dump the ranch milk in the sink. We went to a concert under the stars.

**Multisyllabic Words**

- See
- Divide
- Hear
- Feel (Trace)

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### Practice Essentials 4

**43**      **SONDAY SYSTEM ESSENTIALS 4**

**3 READ WORDS**      1-1 224

Students READ about 800 K1.

1. <b>ie</b>	cause	launch	extracurricular	audition	curtain
price	facet	cones	quest	parade	softly
average	delicious	faculty	jeans	haunted	overhead
curtains	beachside	curious	toast	adult	start

2. <b>ee, ay</b>	objective	percentage	beverage	obvious	objective
feature	image	impressive	delicacy	violate	hatchback
extensive	negative	advantage	beverage	reflective	drainage
beverage	message	irradiation	apple	margin	package

3. <b>ending sea, e, ie</b>	skated	riding	during	hater	planning
staring	skated	riding	during	hater	planning

4. **Sentences**  
 It was a strong glass bottle.  
 Put some over the top before you serve it.  
 Please put my laundry in the dryer.  
 The rocket will launch at dawn.

**Automaticity Fluency**

**Single Syllable Words**      **Multisyllabic Words**

See      👁 See  
 Hear      👂 Hear  
 Feel      👋 Feel (Trace)

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### Step 3: Read Words

1. Read Sounds

5. New Material

4. Spell Words

2. Spell Sounds

3. Read Words

**Directions**  
 "Read these words."  
 Students read words 1-2 times for accuracy, then 1-2 more times for fluency.

**Addressing Errors: One Syllable Word**  
 "Let's Trace!"  
 While looking at the word, students:  
 • TRACE each letter with two fingers  
 • SAY each sound aloud  
 • BLEND the sounds together to make a word

Teacher: "Yes, the word is \_\_\_\_ . Everyone trace \_\_\_\_ again."

**TIPS:** Tracing unlocks words!  
 Address multisyllabic words with eliciting questions.

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### Step 3: Read Words

1. Read Sounds

5. New Material

4. Spell Words

2. Spell Sounds

3. Read Words

**Directions**  
 "Read these words."  
 Students read words 1-2 times for accuracy, then 1-2 more times for fluency.

**Addressing Errors: Multisyllabic Words**

See      👁 See  
 Divide      ✂ Divide  
 Feel      👋 Feel  
 Trace      📖 Trace  
 Hear      👂 Hear

Teacher: "Yes, the word is \_\_\_\_ . Everyone trace \_\_\_\_ again."  
 (blend the sounds 3x)


**TIPS:** Tracing unlocks words!  
 Address multisyllabic words with eliciting questions.

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### Options for Reading Words

- Choral
- Echo (unison or by group/row)
- Reader Leader (point and read, students echo)
- Read with a partner or group.



**REMINDER:** You can print the words that students are reading also!

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### Breaking Down the Steps: Spell Words

1. Read Sounds

5. New Material

4. Spell Words

2. Spell Sounds

3. Read Words

**Materials:**  
 Paper & pens/pencils

**Execution:**  
 Students spell words and sentences. Students reread words written.

\*E5 Days 1-9

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### Practice Essentials 1

**61**      **SONDAY SYSTEM ESSENTIALS 1**

**4 SPELL WORDS**      1-1 224

Students READ about 800 K1.

sh	ship	dash	fish	shot
a/i	bag	dim	pod	sip
ee/ay	way	sheep	ray	deep
o/u	hub	cut	rod	rub
e	jet	men	web	fed

• Students READ about the list of words just written.  
 • Dictate the following sentences.  
 • Students REPEAT and WRITE each sentence.

I wish I had cash.      Did Pat get wet?

• Students READ about the sentences just written.  
 REMINDER: Teach or review sentence capitalization and punctuation.

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## Practice Essentials 2

**SONDAY SYSTEM® ESSENTIALS 2** LESSON 63

**4 SPELL WORDS**

- Dictate the following words, reading down the columns.
- Students REPEAT and TOUCH SPELL each word, then SAY each sound out loud while WRITING the word.
- Guide the students through error self-correction. Students WRITE the corrected word twice, saying each sound about.

*REMEMBER: First column lists the sounds being practiced.*  
*REMEMBER: Dictate words and sentences for a total of 7 minutes.*

ng/Vc	sting	lake	hang	joke
y	by*	sly	cry	sly
e/o	be*	go	we*	pro
contractions	I've	you've	They've	couldn't
sight words	could	would*	should	live

*\* After dictating a homophone, use it in a sentence to identify meaning and guide spelling.*

- Students READ about the list of words just written.
- Dictate the following sentences.
- Students REPEAT and WRITE each sentence.
- Students READ about the sentences just written.

I should go home.                      I would like you to come.

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## Practice Essentials 3

**SONDAY SYSTEM® ESSENTIALS 3** LESSON 43

**4 SPELL WORDS**

- Dictate the following words to the students.
- Students REPEAT and SEGMENT each word, then SAY each sound out loud while WRITING the word.
- Dictate each word about, reading down the columns.

*REMEMBER: Color in black ink/outline which sound is being practiced.*  
*REMEMBER: Dictate words and sentences for a total of 7 minutes.*

soft c	groan	twice	rise	trous
-rch	crutches	clutch	clrch	catch
vowel pairs	vow	slower	footstool	join
ch	munching	pooch	torch	speech
sight words	have	give	live	could

- Students READ about the list of words just written.
- Dictate the following sentences.
- Students REPEAT and WRITE each sentence.
- Can you catch a falling star?                      The dog began to growl.
- Students READ about the sentences just written.

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## Practice Essentials 4

**SONDAY SYSTEM® ESSENTIALS 4** LESSON 43

**4 SPELL WORDS**

Students REPEAT and SEGMENT each word, then SAY each sound out loud while WRITING the word.

e rule	using	liked	nicest	timing
ive	digestive	extensive	curative	objective
ous/ion	shipping	function	slammed	prediction
age	vintage	advantage	carriage	baggage
ou	launch	haunted	fault	fraud

The hottest weather is in August.                      He's too timid to manage that.  
 Students READ about the list of words and sentences just written.

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## Step 4: Spell Words

1. Read Sounds

2. Spell Sounds

4. Spell Words

3. Read Words

5. New Material

**Directions**

- "Listen, repeat, segment, then write."
- Go down the column for review.
- Return cognizant of the time.
- Students reread words written for accuracy and fluency.

**Addressing Errors**

"Everyone, say \_\_\_\_." (students repeat)

"Segment \_\_\_\_." (everyone segments by sounds or syllables)

"Grab that sound. What SOUND(s) do you hear?" (students answer)

"What LETTER(s) makes those sounds?" (students answer)

Teacher writes the word correctly on the board.

"Don't have \_\_\_\_ cross it out and write \_\_\_\_ correctly. Everyone write \_\_\_\_ again!"

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## Checking Sentences

- Capitalization**
  - What letters need to be capitalized?
- Appearance**
  - Spacing between words
  - Legible
  - Count the words (check to ensure no words have been omitted).
- Punctuation**
- Spelling**

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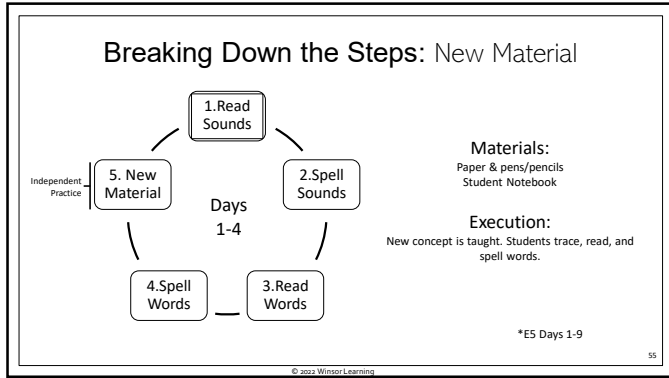
## Sentences for Step 4

- Always incorporate a sentence within Step 4.
- Teacher reads the sentence fluently. Students repeat.
- Students write the sentence.
  - Do not help!
- Check for errors using CAPS.
- All students reread sentence once edited for fluency.
  - Chunking and phrasing

The ~~dog~~<sup>d</sup> began to grow~~l~~<sup>growl</sup>.

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### Teaching The Phonetic Code

#### English Language Rules

**Direct, explicit instruction:**

- Sound
- Place Value
- Additional information

~90% of English words follow regular patterns.

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### Learning the Code of English

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### Direct and Explicit Instruction of the Code

Directly teach the sound:

“The letters <ai> say / ā /. Repeat / ā ./”

1. Identify the location of the sound:  
“It is commonly found in the middle of a word. Where is it found?”
2. Address added information (if mentioned):  
“The letters l or n often like to follow <ai>. What two letters like to follow <ai>?”
3. Trace while saying the sound to make it permanent:  
“Trace 3x while saying the sound. Where is it found? What two letters often follow?”

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### Practice Essentials 1

Lesson 61

**5 INTRODUCE NEW MATERIAL**

**Teach Rule**

- Display the card and say the sound. (Media Kit)
- Students SAY the sound while TOUCHING the letters on the desk.
- Students SAY and WRITE the sound 3 times.

**Sound Card** [ s ]

**Rule:** The letters t, s, z, and f are doubled at the end of a word after a single vowel. Usually that vowel is short.

- Students READ the following words. (Media Kit) Note: Doubled stop may be printed from the Printables file in the Media Kit.

**2. pass fuss moss boss hiss less miss mass**

- Dictate the following words.
- Students REPEAT each word, TOUCH SPELL each word, and SAY each sound aloud while WRITING the word.
- Students READ the words just written.

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### Practice Essentials 2

Lesson 63

**5 INTRODUCE NEW MATERIAL**

**Teach Sound**

- Display the card and say the sound. (Media Kit)
- Students REPEAT the sound, then SAY the sound.
- Students SAY the sound while TOUCHING the letters on the desk.
- Students SAY and WRITE the sound 3 times.

**Sound** [ ar ] as in car

- Students READ aloud the following word list. (Media Kit) Note: Numbered lists may be printed from the Printables file in the Media Kit.

**4. part smart card sharp farm charm chart park**

- Dictate the following words.
- Students REPEAT each word, TOUCH SPELL each word, and SAY each sound aloud while WRITING the word.
- Students READ the words just written.

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### Practice Essentials 3

**Lesson 43**      **SONDAY SYSTEM® ESSENTIALS 3**

**5 INTRODUCE NEW MATERIAL**

**Review Sound**

- Show the card and say the sound. (Media Kit)
- Students REPEAT the sound, then SAY the sound while TRACING the letters on the desk.
- Students WRITE the letters and SAY the sound 3 times.

**Card:** Sound Card 44    -dge    /j/ as in ledge

**Rule:** -dge comes at the end of a word after a short vowel.

Students READ about the following word list. (Media Kit)    *Note: Numbered lists may be printed from the Printables file in the Media Kit.*

4. ledge    lodge    wedge    sludge    ledge    ridge    edge    smudge

- Dictate the following words.
- Students REPEAT and SEGMENT each word, then SAY each sound out loud while WRITING the word.
- Students READ the words just written.

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### Media Kit

-dge

badge	ledge
lodge	ridge
wedge	edge
sludge	smudge

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### Practice Essentials 4

**Lesson 43**      **SONDAY SYSTEM® ESSENTIALS 4**

**5 INTRODUCE NEW MATERIAL**

**Teach Sound**

- Show the card and say the sound (Media Kit).
- Students SAY the sound while TRACING the letters on the desk.
- Students SAY and WRITE the sound 3 times.

**Key:** Long /e/, as in key

**Rule:** ey comes at the end of a word but is not a suffix. Unlike -y, ey is not used with a base word. Words with ey are usually nouns.

Students READ about the following word list (Media Kit).

5. hockey    jersey    key    donkey  
     chinney    medley    parsley    cilley

- Dictate the following words.
- Students REPEAT and SEGMENT each word, then SAY each sound aloud while WRITING the word.
- Students READ the words just written.

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### Step 5: New Material

1. Read Sounds

2. Spell Sounds

5. New Material

3. Read Words

4. Spell Words

- Teacher directly teaches the phonetic code/sound, sight word, or concept
- Students trace the letters (or sight word) to make the content permanent (trace 6-9 times)
- Students write the new sound, concept, or sight word 3 times on paper
- Students read words with new sound or concept
- Students spell words with the new sound, concept, or sight word

*Not done daily (but can be, based on your students' needs)*

64

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### How to Teach Sight Words – Traditional Method

Sight words cannot be sounded out. They are irregular.

- Show the word, say it aloud, and ask to REPEAT the word
- SAY and TRACE the letter names on their desks, then REPEAT the word again
- SAY the letter names as they WRITE the sight word 3 times on paper

want

65

65

### How to Teach Sight Words – Heart Word Method

Sight words cannot be sounded out. Usually, the consonant sounds ARE regular, but the vowels are NOT

- Show the word, say it aloud, and ask to REPEAT the word
- Students to copy the word on their paper
- SAY the word and students repeat. Together, touch and say the consonant sounds that are regular. Teacher point to and say the irregular part(s) of the word while students are touching and pointing to these and repeating after the teacher.
- SAY the word and students REPEAT
- SAY and TRACE the letters on their desks while saying the sounds, then REPEAT the word again
- SAY the letter NAMES as they write the sight word 3 times on paper


want

66

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## Independent Practice

- Not every lesson has “New Material”
- Independent Practice fosters development of skills previously taught
  - Centers – differentiate learning
  - Homework
- Optional activity
- Data collection tool in Media Kit

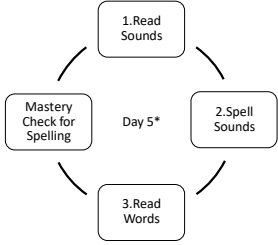


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## Lesson Structure Simple to Complex



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## Mastery Checks Day 5 Essentials 1

LEVEL **65**

### SONDAY SYSTEM® ESSENTIALS 1

#### 4 MASTERY CHECK FOR SPELLING

**Goal:** To determine how well Students can spell independently.  
 Dictate the following words, reading down the columns.  
 Repeat words if necessary.  
 DO NOT remind Students to repeat the word, Touch Spell the word or assist in any way. THIS IS A TEST. The goal is to determine what has been learned and how well the Students can spell independently and transfer learning to other settings.

cab	off	pass	fuzz	shell
run	tail	pay	less	sleep
sand	cuff	mess	witch	will
wet	job	rot	fox	yet

Total the number of words spelled accurately.  
 Refer to the conversion chart below for the percentage score.  
 Record the percent correct on each student's Mastery Check Score Sheet.  
 If 4 or more words are misspelled on 2 consecutive Mastery Checks, placing the Student in a small group with closer monitoring and more opportunities for practice may be beneficial.

85%

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## Mastery Checks Day 5

LEVEL **140**

### SONDAY SYSTEM® ESSENTIALS 2

#### 4 MASTERY CHECK FOR SPELLING

**Goal:** To determine how well Students can spell independently.  
 Dictate the following words, reading down the columns.  
 Repeat words if necessary.  
 DO NOT remind Students to repeat the word, Touch Spell the word or assist in any way. THIS IS A TEST. The goal is to determine what has been learned and how well the Students can spell independently and transfer learning to other settings.

invest	himself	judge	du/like	clutch
grain	backpack	classes	sprint	pub/fish
scribe	admire	submit	jaw	split
shelter	poach	space	um/pire	earlobe

*Note: When a spell-checker is used, ask Students to check the word into syllables and label each syllable. Record division as appropriate only.*

Total the number of words spelled accurately.  
 Refer to the conversion chart below for the percentage score.  
 Record the percent correct on each student's Mastery Check Score Sheet.  
 If 4 or more words are misspelled on 2 consecutive Mastery Checks, placing the student in a small group with closer monitoring and more opportunities for practice may be beneficial.

Mastery Checks = 85%

70

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## Mastery Checks Day 5 Locate in Your LPB L75

LEVEL **75**

### SONDAY SYSTEM® ESSENTIALS 3

#### 4 MASTERY CHECK FOR SPELLING

**Goal:** To determine how well Students can spell independently.  
 Dictate the following words, reading down the columns.  
 Repeat words if necessary.  
 DO NOT remind Students to repeat the word, Touch Spell the word or assist in any way. THIS IS A TEST. The goal is to determine what has been learned and how well the Students can spell independently and transfer learning to other settings.

boiler	many	flashing	camper	passing
plants	springing	fetches	cleans	lender
blend'er	rushes	both	pitches	dresses
howling	land'er	drat'ing	gravel'er	buy

*NOTE: When a spell-checker is used, ask Students to check the word into syllables and label each syllable.*

Total the number of words spelled accurately.  
 Refer to the conversion chart below for the percentage score.  
 Record the percent correct on each student's Mastery Check Score Sheet.  
 If 4 or more words are misspelled on 2 consecutive Mastery Checks, placement in a small group with closer monitoring and more opportunities for practice may be beneficial.

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## Mastery Checks Day 5 E4 Locate in Your LPB L75

LEVEL **75**

### SONDAY SYSTEM® ESSENTIALS 4

#### 4 MASTERY CHECK FOR SPELLING

**Goal:** To determine how well Students can spell independently.  
 Dictate the following words, reading down the columns.  
 Repeat words if necessary.  
 DO NOT remind Students to repeat the word, Touch Spell the word or assist in any way. THIS IS A TEST. The goal is to determine what has been learned and how well the Students can spell independently and transfer learning to other settings.

division	funniest	profession	denying	scored
enjoyed	expulsion	pretty	rubbed	stuffar-
finest	displayed	studying	sew"	grayish
plyer	grammatical	fusion	chiller	facties

*\*After dictating a homophone, use it in a sentence to identify meaning and guide spelling.*

Total the number of words spelled accurately. Refer to the conversion chart below for the percentage score.  
 Record the percent correct on each student's Mastery Check Score Sheet. If 4 or more words are misspelled on 2 consecutive Mastery Checks, placement in a small group with closer monitoring and more opportunities for practice may be beneficial.

Mastery = 85% or higher

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### Mastery Checks Day 5 Locate in Your LPB L75

# Correct	%	# Correct	%	# Correct	%	# Correct	%
1	5%	6	30%	11	55%	16	80%
2	10%	7	35%	12	60%	17	85%
3	15%	8	40%	13	65%	18	90%
4	20%	9	45%	14	70%	19	95%
5	25%	10	50%	15	75%	20	100%

E2-5 Mastery = 85% or higher

Under \*85% on two consecutive Mastery Checks means additional support may be needed.

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### Mastery Checks Day 5

**What is IS**

- Determines how well students can spell independently.
- Phonics
- Determines accuracy of skills.
- 85% or higher determines mastery
- Helps to identify struggling students.
- 4 or more words misspelled on 2 consecutive Mastery Checks

**What is ISN'T**

- A list of spelling words students take home for practice throughout the week.
- Words used in sentences
- Just say each word once or twice.
- Touch Spelling as a group
- This strategy can be used if a student chooses, but no teacher prompting.

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### Multisensory Components

**When reading words: Tracing**

- Cements letter formation and words into motor memory.
- Anchors images in long term memory where they are easily retrieved.
- Utilizes the first 2 fingers of the writing hand on a textured surface.

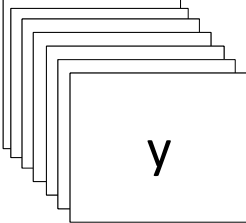
**When spelling words: Touch Spelling**

- Segmenting words into individual sounds or syllables
- Marks each sound.
- Identifies place value within word.
- Utilizes the thumb and fingers of the non-writing hand.

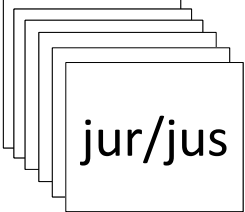
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### Morphology Prefixes, Suffixes, and Roots



y




jur/jus

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### Additional Support Levels



- In your group, select a lesson you would like to teach with a partner's support.
- Identify the lesson, discuss multisensory instructional approaches, and preview using the media kit (if needed).
- Teach the lesson to your group.
- Evaluate and self reflect.
  - Strengths?
  - Areas to rework?

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### R Controlled

- When the letter <r> follows a single vowel, it prevents the vowel from saying its true sound
  - "bossy R"
- 'ar' and 'or'
  - like in car, farm, torn, and form
- 'ir', 'ur', and 'er' are pronounced the same (/er/)
  - /er/ like in third, burn, and term and -ear like in heard
  - -or (doctor) and -ar (dollar) in E5
- R Controlled is one of the 6 Syllable Types

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### Affixes Syllable Division Patterns

<p><b>Suffix</b> Break syllable between base word and suffix</p> <ul style="list-style-type: none"> <li>• farm/ing</li> <li>• tell/er</li> <li>• rust/ed</li> <li>• feed/er</li> </ul> <p>Changes how a word can be used.</p>	<p><b>Prefix</b> Break syllable between prefix and base word</p> <ul style="list-style-type: none"> <li>• re/form</li> <li>• in/side</li> <li>• ex/act</li> <li>• be/long</li> </ul> <p>Changes what the word means.</p>
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### Vowel Pair Syllable

Two vowels together make one sound		Letters <u>y</u> and <u>w</u> combined with vowels	
boil	boil/er	day	day/light
soon	soon/er	boy	boy/hood
join	re/join/ing	show	show/ing
		growl	growl/ing
		law	un/law/ful

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### Consonant-le Syllable and Division

- Consonant-le has many spelling variations
- The -le always stays the same, but consonant(s) changes before the -le

-ble	-kle
-dle	-tle
-fle	-gle
-zle	-ple

Consonant-le, count back three!

g a r / g l e

stable – bubble – little – ample – candle

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### Syllable Division Pattern VV

- Break between adjacent vowel sounds
- Only one vowel sound in a syllable
- Break syllable between neighboring vowel sounds

d i e t v   v	v i o l i n v   v   c v	riot duet video
------------------	----------------------------	-----------------------

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### Double Rule (1 – 1 – 1)

- One-syllable word
- One short vowel
- Followed by one consonant
- Double final consonant before adding a vowel suffix

1 Syllable +	1 Short Vowel +	1 Consonant +	Double final consonant
--------------	-----------------	---------------	------------------------

grab
get
crop
hug
hop

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### Recording Student Work (Data Collection)

Writing paper at least 3 times/week

- Writing Tools: markers, pens, colored pencils
- Template available

Individual Whiteboards

- Sheet protector with writing paper as a template
- Binder with slip front cover

Multisensory materials

- Sand Paper
- Textured Fabric

1. Write a word

2. Write a word

3. Write a word

4. Write a word

5. Write a word

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## Sunday System Essentials Non-Negotiables

- Complete every section of every lesson daily.
- Use all sensory pathways- seeing, hearing, feeling.
- Consistently use the multisensory strategies.
  - TRACE when reading
    - See- Divide
    - Feel – Trace
    - Hear
  - TOUCH SPELL when spelling




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## Resources

- Supplemental Activities
- Error Correction Dialogue
  - Correcting Spelling Errors
- Definitions and Descriptions
- Quick Reference to English Language Rules
- Meanings Guide
  - Prefix and Suffix
  - Roots




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## Closing Thoughts

Reading is

- Unique
- Highest expression of human intelligence.
- Important
- This skill is critical to our ability to thrive.
- How children are taught...affects whether they become readers or not, their level of reading skill, and the extent to which they enjoy and seek out the experience.
- A tool for understanding human cognition
- Learning to read is like technology.... it's complex and essential!



-Mark Seidenberg

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## A Closing from Arlene Sunday

Our motto  
Overlearn to the automatic level!

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